DOCUMENT RESUME

ED 297 574 FL 017 482

AUTHOR Flores, Norma Landa
TITLE Teaching Job-Related Interaction Skills to ESL Students of Speech Communication.
PUB DATE 21 Feb 88
NOTE 29p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Diego, CA, February 21, 1988).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Communication Skills; Course Descriptions; *English (Second Language); *Interpersonal Communication; *Job Skills; Learning Strategies; Limited English Speaking; Postsecondary Education; Second Language Instruction; Skill Development; *Speech Communication

ABSTRACT

An instructional model for developing skills in job-related interaction among students of English as a second language (ESL) is proposed and discussed. The rhetorical communication process model, adapted for ESL students, gives detailed attention to the encoding and decoding processes of mainstream English-speakers and allows the ESL speaker to plan phonological, grammatical, and semantic strategies to meet the mainstream listener's decoding expectations. The course based on the model emphasizes methods of researching, outlining, practicing, and evaluating speech presentations for personal and career purposes. It includes techniques for job interview interactions and for work-related informative and persuasive speaking experiences. The course consists of both speech communication and ESL components. Classroom instruction for the latter component combines rhetorical analyses of ESL/mainstream job site communication interactions with recent information on vocational ESL and utilizes a videotaped functional-notional interaction and a pre-interview interaction skills exercise to assess students' writing, message clarification, and feedback evaluation skills. Other exercises are designed to assist the student in being perceived as suitable for the job being sought. Sample exercises are included. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED297574

Teaching Job-Related Interaction Skills To ESL Students Of Speech Communication

Norma Landa Flores

Department of Communication Studies
California State University, Los Angeles

American Language Program
Mt. San Antonio College, Walnut

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. Flores

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

Presented at the
Western Speech Communication Association Convention
San Diego, California
February 21, 1988

FL017492

TEACHING JOB-RELATED INTERACTION SKILLS TO ESL STUDENTS OF SPEECH COMMUNICATION

Background:

This Fall quarter one of my students shocked me by stating that the reason he got a bad grade on his speech was that he was having a hard time doing an audience analysis for a classroom full of, "foreigners." I took a survey of the class in question and found out that two-thirds of the students had studied in ESL programs and felt they were prepared to communicate in the mainstream American culture. Yet, the prevailing attitude that the classroom was full of "foreigners" indicates that educators haven't been able to bridge the gap between English language acquisition and English language performance.

The best way I can think of to bridge the gap is to analyze current ESL teaching methods. Doesn't the TOEFL score indicate whether or not an ESL student has acquired sufficient communicative skills to function in the mainstream American speech classroom? The answer is that, it is likely that TOEFL does not measure all communicative skills that are important for successful academic functioning (Light, Xu, and Mossop, 1987.) One of those skills is content-based English because it is important for developing academic language skills and it is inherently more interesting to ESL students, since it relates to personal interests and helps them learn for their "real" school work. Chamot and O'Malley (1987) suggest that a bridge is needed between noncontent ESL classes that teach such skills as listening, speaking, reading, and writing, to mainstream classes that deal with content information such as science, math, social studies, and language arts. They call this

their cognitive language learning approach for limited English proficiency students and feel that it is important to make an interdisciplinary effort to include the content component based on the mainstream curriculum with "adjustments" made to meet the ESL student needs (Chamot and O'Malley, 1987.) The essence of the adjustments that need to be made is motivation. The effective use of language in specific situations requires knowledge of learned systems, not just acquired linguistic competence. Courses that focus on using language to meet the needs of specific situations can be developed by using the task oriented and deep end strategy approaches. According to Meriel Bloor (1987) the process involved in these approaches is to place the ESL student in a situation where he or she needs to use the language and is then taught the language needed to meet the situation. The major problem is that ESL teachers teach for acquisition but not for use in situations such as native speakers of English are taught (Bloor, 1987.)

Since the speech communication field specializes in teaching processes for sharing content through human interaction, it seems logical that it should develop a course to teach speech for academic purposes to ESL students. Most basic oral communication courses discuss the element of semantics and appropriate word choice as well as practicing clear articulation but the method of developing these skills for ESL students is not mentioned. Intercultural communication courses also discuss language use and ways that misunderstandings occur. Intercultural Interactions A Practical Guide (Brislin, Cushner, Cherrie, and Yong, 1986) describes and analyzes one hundred critical incidents in which misunderstandings occur when persons from different cultures interact. The majority of the incidents occur on an interpersonal level. Public speaking

strategies are not addressed. Professional management and organizational communication consultants also have written materials that could be used to teach ESL speech communication classes. However, these are geared toward motivating the overseas workforce (Illman, 1980) and leave the immigrant ESL student without any motivation to learn the content, since the immigrant wants to learn how to get along in the mainstream American society. The use of refugee curriculum for ESL job-seeking English speaking skills has been utilized by Mormon missionaries in Florida Cambodian refugee acculturation situations. The missionaries act as third party bridges between the refugees and the outside world communication targets. The curriculum is aimed at the survival aspects during the initial resettlement period of up to one and a half years as the refugees learn basic job vocabulary. The refugees depend on the third party translators to do the major portion of their communicating because they lack self-confidence to interact with their mainstream American co-workers. The refugees report that their co-workers are impatient, have no time to listen to them, speak too fast and they (the refugees) lack the vocabulary to interact on their own. Because of this, Maurice Araya Rajatavin (1986) has concluded that the use of a third party to interact with Americans interferes with language acquisition and acculturation. So that the translation without direct interaction approach appears to be a fruitless one.

While the previously mentioned methods for teaching speech to ESL students seem to fall short of the mark, they have served as a point of departure for speech classes specifically designed to meet the needs of ESL students. Many colleges and universities are

presently offering courses in pronunciation improvement for ESL students. These are great for enhancing the student's vocabulary, making the student aware of tenses, use of articles, and above all, it provides an opportunity for the student to practice pronunciation and get feedback in order to clarify intended meanings. Textbooks such as The Sounds of American English (Houchin, 1976) help teachers lead the students in oral and audial drilling exercises focusing on the pronunciation of vowels and consonants. Some pronunciation textbooks such as The Oral Interaction Drillbook For ESL Students Of Speech Communication (Flores, 1985) also include functional oral interaction exercises and speech outlines to motivate the ESL student to use the language rather than merely utter it. Another textbook that gets the ESL student to prepare speech outlines, read, write, and conduct oral interviews has been written by Porter, Grant, and Draper (1985). The book, Communicating Effectively in English Oral Communication for Non-Native Speakers seems to spend more time on grammar and conversation than it does on pronunciation and rhetorical communication for vital topics relevant to student needs. Although the field of vocational English as a second language doesn't claim to be designed to meet the needs of speech communication instructors, the methods used in VESL can be used to teach speech communication skills. The California State Department of Education Employment Preparation Division (1986) gathered data at a VESL conference that includes a guide to VESL instruction with learning activities and workplace approaches to teaching English. The data suggests that instruction can help students develop communicative competence in the areas of:(1) settings such as on the assembly line (2) roles such as subordinate to supervisor (3) topics

such as defective work or safety and (4) functions such as clarifying or apologizing. The data also contains interactive activities that provides an opportunity to determine the cultural appropriateness of the student's interaction through role-playing and evaluation.

Since ESL focuses on using the situation as a catalyst to language acquisition, Speech Communication needs to pick up where they leave off and focus on using the situation and the acquired language as a catalyst to effective language expression through all of the strategies involved in oral communication.

Using Chomskey's Language Acquisition Theory to Develop a Theory of ESL Speech Communication Skills Acquisition

Moving From Microlinguists to Macrolinguistics

Although Noam Chomskey believes that language is used to, "Transmit information, establish relationships, express or clarify thought, for play, for creative mental activity, to gain understanding, and so on," (Chomskey, 1977,) he feels that this plurality of modes of language use can't really be called communication. Thus, if forced to choose, he would say that, "Language serves essentially for the expression of thought." (Chomskey, 1977)

According to Mitsou Ronat (1977), Noam Chomskey's real goal of linguistics is to explain the acquisition of language. This goal is what J.P.B. Allen describes as microlinguistics which refers to the "Central core of language study, it includes (1) phonology:the study of sound patterns (2) grammar:the form of the words and manner of combination in phrases, clauses, and sentences (3) semantics:the meaning of the words and larger units into which they combine (Allen, 1975.)

While Chomskey's goal seems to oppose that of speech communication, it cannot be ignored by speech teachers because it is a part of the

total macrolinguistic picture. Macrolinguistic refers to, "The whole study of language, including psycholinguistics, sociolinguistics, historical linguistics, speech pathology, and communication theory." (J.P.B. Allen, 1975)

Over the years Chomskey has altered the traditional structuralist's views of phonology, grammar and semantics by proposing a model of predictive grammar that adheres to explicit rules of formation. His transformational-generative grammar provides a procedure for testing any combination of words and deciding whether it is or is not a sentence in the language. (J.P.B. Allen, 1975)

Even though Chomskey continues to make adjustments to his models of syntactic structures, moving from surface to transformation, to semantics, to deep structure, and on to universal grammar, I believe that his model integrating semantic interpretation with generative grammar at the level of deep structure to form the surface structure's phonological interpretation is most valuable to teachers of speech communication because it serves as a procedure to follow in explaining the process of analyzing the listener's needs before formulating and sending the message.

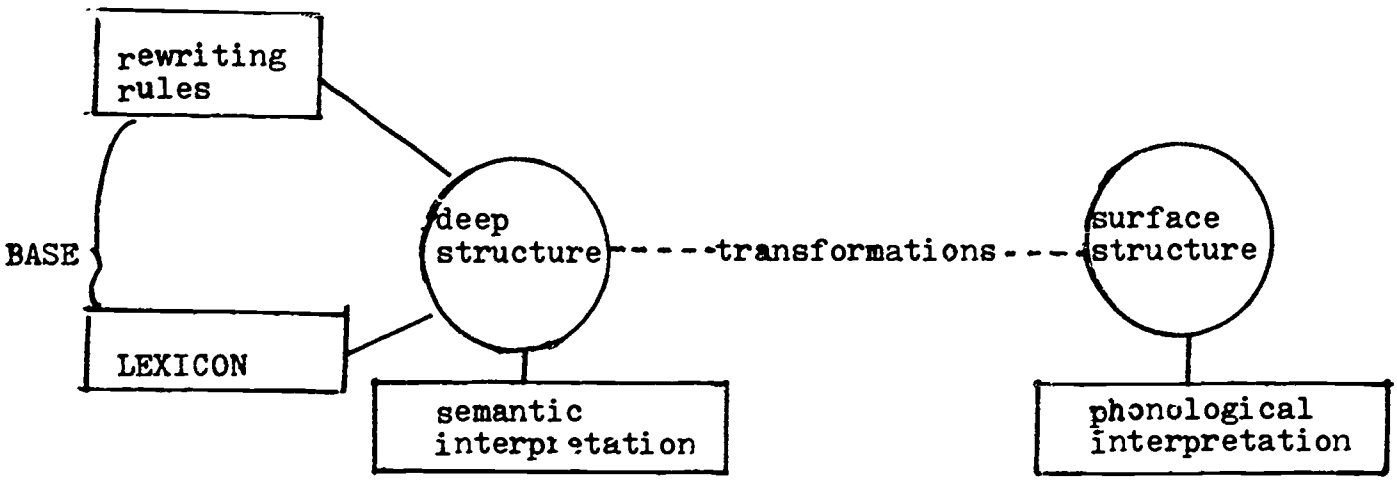

Fig. 1 Chomskey's model of a link between semantics and deep structure.

Referring to the model on page 6, Chomskey believes that in the context of language acquisition, once the syntax has been constructed, it functions independently of other components of the grammar which are interpretive components and that these interpretations can be based on primitive as opposed to semantic notions. (Chomskey, 1977) Mitsou Ronat adds that speakers arrive at similar phonological and syntactic systems while the meaning given to words by their experiences may be very different. (Ronat, 1977) So we see that both of these microlinguists agree that this is too arbitrary a model to follow in explaining the acquisition of language of an ideal speaking group's skills.

Discussion of a Rhetorical Communication (Macrolinguistic) Model

Many communicologists have described communication models. Most are based on interpersonal communication transactions that involve the same variables, elements, factors, components, or ingredients (depending on whose theory one follows). I have found that James C. McCroskey's (1982) model of the Rhetorical Communication Process with its detailed attention to the encoding and decoding processes leading to feedback induced adaptation of the message by the source, allows for an ESL student's adaptation to possible linguistic interference due to phonological, grammatical, or semantic inappropriateness to the receiver's expectations in the decoding process. The model on page 8 seems to incorporate microlinguistic concepts into a macrolinguistic process.

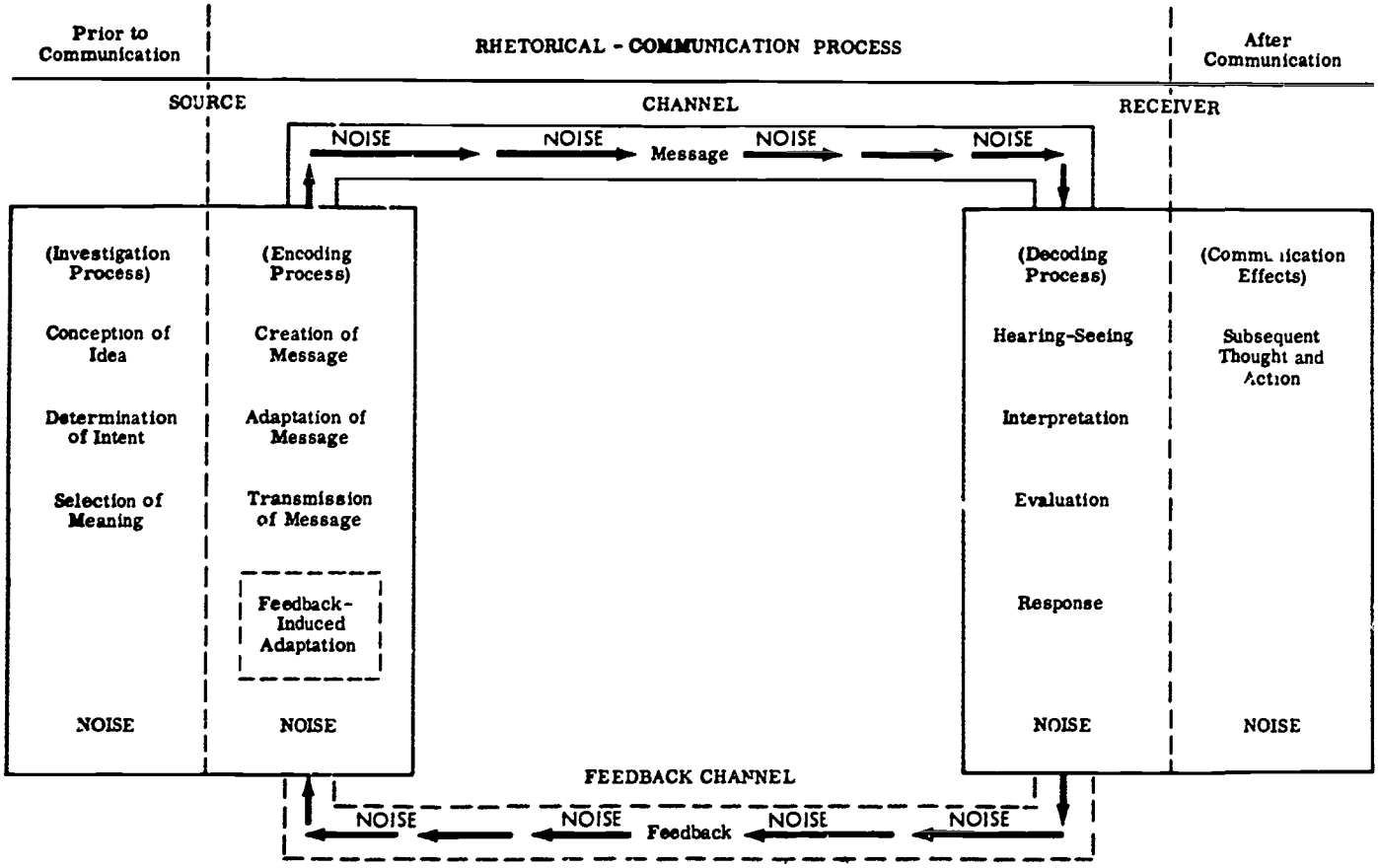

Fig. 2 McCroskey's Rhetorical Communication Process

To be more specific about McCroskey's model, by making the ESL students aware of the fact that mainstream American English listeners judge the intentions of a speaker before they react to the message, the speech teacher can help the ESL speaker plan phonological, grammatical, and semantic strategies to meet the listener's decoding needs.

This part of extemporaneous speaking is analagous to Chomskey's idea of interpretations that go on in the deep structure before they are transformed to the surface structure. However, in the view of this macrolinguist, rather than being "primitive" and "arbitrary", it is dynamically based on universal needs that motivate listeners to pay attention to the speaker. Thus, motivation motivates the ESL speaker to plan and say the appropriate thing in the appropriate way.

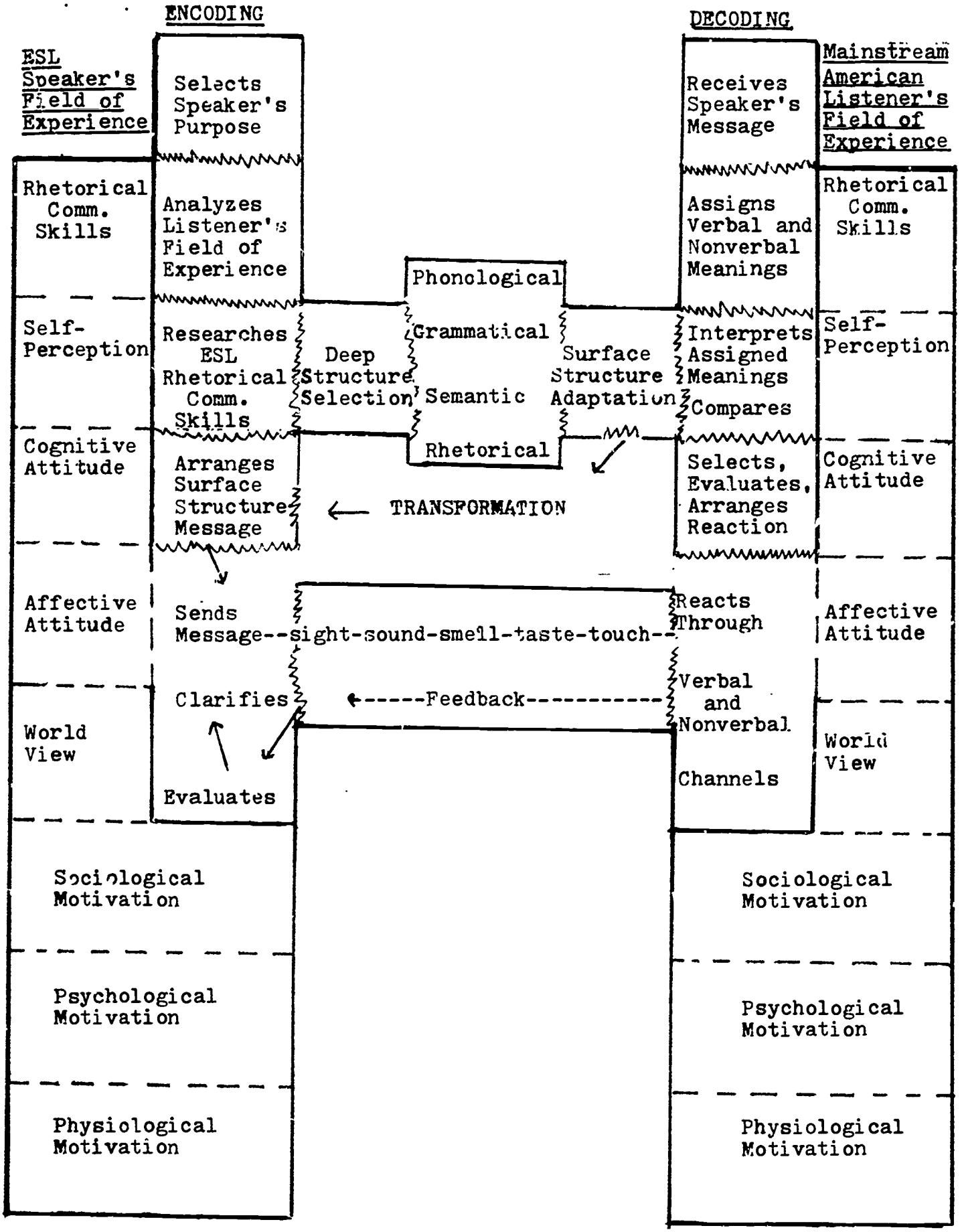

Fig. 3 Flores' ESL Rhetorical Communication Process

© 1988 Norma Landa Flores

The ESL Rhetorical Communication Process model illustrated on page 9, fig. 3, shows that in order to send a surface structure message to a Mainstream American listener, the English as a second language speaker (ESL) encodes the message by following this process:

The ESL Speaker's Encoding Process

1. Selects purpose by consulting the ESL speaker's deep structure field of experience (physiological, psychological, sociological, and world view) then decides which need has to be satisfied;
2. Analyzes the Mainstream American listener's field of experience including both deep and surface structure expectations of oral communication appropriateness;
3. Researches ESL speaker's surface structure phonological, grammatical, semantic and rhetorical skills, then matches them to ESL speaker's deep structure meanings in order to select the precise message to fulfill the speaker's intention and adapt to the Mainstream American listener's concept of appropriateness;
4. Transforms ESL speaker's deep structure message arrangement to ESL/Mainstream American surface structure message arrangement ;
5. Sends ESL/Mainstream American message, remembering to use appropriate channels of sight, sound, smell, taste, touch;
6. Observes Mainstream American listener's feedback and monitors interference in channels of communication (wavy lines);
7. Evaluates effectiveness of ESL/Mainstream American surface structure message in relation to ESL speaker's purpose. Adapts to communication transaction by clarifying if any interference occured, or reacting to the Mainstream American listener's feedback if no interference occured.

The Mainstream American Listener's Decoding Process

This ESL Rhetorical Communication Process model also illustrates that in order for the Mainstream American listener to receive a surface structure message from the ESL speaker, the Mainstream American listener decodes the message by following this process:

1. Receives the ESL speaker's ESL or ESL/Mainstream American adapted message through verbal and nonverbal channels of communication.
2. Assigns Mainstream American meanings to the ESL speaker's use of sight, sound, smell, taste, touch in the message by consulting the Mainstream American listener's deep structure and surface structure field of experience for the appropriateness of the message, then decides whether the speaker is credible or not.
3. Interprets assigned meanings as to their appropriatenes in reference to the phonological, grammatical, semantic, and rhetorical aspects of communication as related to the listener's perception of competence.
4. Compares listener's perception of ESL speaker's competence to Mainstream American listener's deep and surface structure field of experience to decide if any needs might be threatened by the consequences of a reaction to the ESL speaker's message.
5. Selects, evaluates and arranges Mainstream American surface structure reaction appropriate to the preservation of Mainstream American deep and surface structure needs.
6. Reacts by sending verbal and nonverbal Mainstream American surface structure feedback . If the message is vague, but the ESL speaker is perceived to be competent, the listener will ask for clarification. If the message is vague and the ESL speaker is perceived to lack competence, the listener will give zero or

negative feedback. If the message is clear and the ESL speaker is perceived to be competent, the communication process will proceed on its dynamic way.

USING THE ESL RHETORICAL COMMUNICATION PROCESS MODEL TO TEACH JOB-RELATED INTERACTIONS

Syllabus:

In order to create a sheltered classroom climate to serve the ESL speaker's needs for a "bridge" from ESL linguistic competence to Mainstream American culture speech communication classroom competence, my syllabus includes the following information:

1. Description: This course emphasizes methods of researching, outlining, practicing and evaluating speech presentations for personal and career purposes. It includes techniques for work related informative and persuasive speaking experiences, as well as job interviewing interactions in order to provide the ESL student of speech communication with a tool for upward mobility in a Mainstream American English speaking society.
2. Objectives: The student will learn to encode to meet the decoding expectations of a Mainstream American listener by:

a. Preparing for a specific job related speaking situation;
b. Organizing his or her thoughts into an effective verbal and nonverbal speech presentation;
c. Presenting the speech so that a specific American English speaking and job related audience will understand the speaker's intended meaning;
d. Using his or her voice, pronunciation, body, environment, and visual aids to reinforce verbally expressed ideas, and;
e. Demonstrating evidence of preparation by handing in a written outline and bibliography before each speech is presented.

Calendar:

I also am careful to allow for multiple world views in the use of time by using a visual calendar of class activities so that units of time will make an impact on the individual students and all will have a clear concept of the total picture our objectives and goals lead to. In short, my first tool toward transformation to a task oriented culture is to introduce the concept of time management as follows:

Mon.	Wed.	Fri.
11/23 Ch. 14 Panels and Evaluation Ch. 16 Letters of Application and Resumés	11/25 Ch. 16 Research Handouts Preparing for the Interview	11/27 Thanksgiving Holiday Break No Class Meeting
11/30 Ch. 15 Making an Impact Conversation and phone skills	12/2 View Videotape The Interview	12/4 Pre-Interview Assessment and Encoding Strategies Dyad interactions
12/7 Job Interview Panel Workgroups meet to plan Agendas share data sheets plan encoding/decoding	12/9 Job Interview Panel I	12/11 Job Interview Panel II

Fig. 4 Visual Calendar Of Classroom Activities

Materials:

1. Speech Communication Component: After searching through a variety of textbooks that deal with business and professional speaking, communication at work, or organizational communication, I settled on, "Speak With Confidence, A Practical Guide"by Albert J. Vasile and Harold K. Mintz. The primary reason for this decision was that the other texts were written for students who have already had communication courses and want to improve their business communication or interpersonal communication skills. The text I use is very simple to read and is desigened for the basic public speaking course that focuses on informative and persuasive speaking processes but includes three chapters that facilitate the learning of job-interviewing communication. The chapters are entitled, "Lets Meet And Discuss It," "What Do You Say After You Say Hello?" and "Lets Go To Work". These three chapters serve as a catalyst to the teaching of job related interaction skills.

2. ESL Component: I rely on my experience as an ESL Oral Communication consultant at Jackson/Charvel, Inc. and the College of Osteopathic Medicine of the Pacific, as well as that of teaching Mainstream American Dialect at California State University, Los Angeles and studying in the TESL Certificate Program at the University of California at Riverside to provide me with the materials I need for my ESL students of speech communication. By this I mean that I conduct rhetorical analysis' of ESL/Mainstream American job site communication interactions and intrcduce the results to my classroom. I also keep up to date on vocational English as a second language reading materials as well as reading materials designed to meet the needs of Mainstream American vocational skills teachers.

Eight Keys to Employability

1. Personal Values

Valued workers
- Are honest.
- Have good self-esteem and a positive self-image
- Have personal and career goals
- Demonstrate emotional stability
- Exhibit a good attitude
- Are self-motivated
- Do not limit themselves

2. Problem-Solving and Decision-Making Skills

Valued workers
- Are flexible
- Are creative and innovative
- Can adapt to changing demands of a job
- Can plan and organize work
- Can reason and make objective judgments
- Keep their mind on several parts of a job at a time

3. Relations with Other People

Valued workers
- Work well with peers
- Accept authority and supervision
- Accept constructive criticism
- Are team workers
- Are friendly
- Are consistent in their relations with people.
- Are cooperative
- Accept assignments pleasantly
- Are tactful
- Accept all types of people
- Respect the rights and property of other people
- Have leadership qualities

4. Communication Skills

Valued workers.
- Ask questions
- Seek help when needed
- Notify supervisors of absences and the reasons for absences
- Clearly express themselves orally
- Listen well.

5. Task-Related Skills

Valued workers:
- Complete work on time
- Can follow oral, visual, written, and multi-step directions.
- Are not distracting or distractible.
- Work neatly.
- Stick with a task and keep busy
- Are precise and meticulous
- Care for tools and materials
- Are accurate
- Constantly improve their performance

6. Maturity

Valued workers
- Work well without supervision
- Are reliable and dependable
- Accept responsibility
- Don't let their personal problems interfere with their work
- Are willing to perform extra work and work overtime
- Are always prepared for work
- Show pride in their work
- Show initiative
- Remain calm and self-controlled
- Accept responsibility for their own behavior
- Demonstrate maturity in thoughts, actions and deeds
- Evaluate their own work
- Are patient
- Use time wisely
- Are assertive when necessary
- Show self-confidence

7. Health and Safety Habits

Valued workers
- Observe safety rules
- Maintain a good work pace and production rate
- Practice good personal hygiene
- Dress appropriately and are well groomed
- Perform well under stress and tension
- Have appropriate physical stamina and tolerance for the kind of work they are doing
- Are in good health

8. Commitment to Job

Valued workers.
- Are punctual and have good attendance records.
- Observe all organization policies.
- Consider their work more than a job.
- Are interested and enthusiastic
- Want to learn more
- Exhibit loyalty to the organization and its employees
- Give their best efforts consistently and strive to please.
- Show concern for their future career with the organization

Fig. 5 L.L.Buck and R.K. Barrick's Eight Keys To Employability

Furthermore, I'm continually searching through the business columns of the newspapers in our communities and reading personnel and management journals in fields that relate to my ESL students' interests. Finally, I call upon my intercultural communication experience and ESL teaching skills to create "on the spur of the moment" lessons about phonology, grammar, semantics, and syntax in order to overcome communication interferernce in the ESL rhetorical communication process.

3. Videotape-Functional/Notional Interaction:

"The Interview" in Paul Turner's Voyage Challenge and Changes in Career Life Planning, 24 minute videotape cassette serves as a pre-interview role model. Before I show the tape, I list categories of verbal and nonverbal behaviors that the students can analyze by using the Mainstream American listener's surface and deep structure f' ld of experience plus the Mainstream American listener's decoding steps to measure the interviewee's job-related communication skills. After the videotape has been viewed, the class interacts by discussing concrete examples to be listed on the chalkboard under the specific categories of appropriate and inappropriate job-related communication skills. If a skill was inappropriate, we discuss the possible transformation element. Was it phonological, grammatical, semantic, or rhetorical? How can we fix it? Choices are listed and we decide which would make the greatest desirable impact. Thus, we move from deep to surface structure while we build a reportoire of communication skills for the day of the actual panel interaction in class.

4. Pre-Interview Skills Assessment Interaction:

The Pre-Interview Skills Assessment Interaction Exercise consists

of Part I:Listening and Writing Skills and Part II: Message Clarification Skills and Part III:Feedback Evaluation Skills.

Part I:Listening and Writing Skills:

1. Listen to the following inter-office memorandum, then answer the questions about the message by writing a "T", "F", or "?" in the space to the left of each question. "T"=true "F"=false "?"= not in the memorandum.

(Transcript of message heard on audio-tape cassette)

MEMO

To: Mr. Donald J. Wang, Personnel Manager
Southern California Savings and Loan Association.

From: Ms. Judy Johnson, Supervisor
Consumer Services

Reference: Victoria Kim, Wilfred King, and Rosa Sanchez.

Victoria Kim, Wilfred King and Rosa Sanchez have been working in the consumer's services department from June 24 to August 23 on a trail basis.

Victoria Kim is very soft spoken and seems unsure of herself. She has difficulty explaining our billing process to customers when they speak to her on the phome. She is very good about keeping her accounts in order and takes direction well.

Wilfred King has a problem with typing and spelling. This week alone, I had to ask him to correct several errors in six business lettters. I just don't have time enough to do it. He has a very pleasing personality and our customers feel he will solve their problems. They ask for him by name when they call in for help or to complain.

Rosa Sanchez is a very competent employee, that is she does her work on time and does everything accurately. However, she makes her own rules about the time clock and she jokes around with the customers.

Also, I feel her pronunciation leaves alot to be desired. For example, I overheard her telling a customer that "day wheel sheep da tree booxes on Tasday." I think she meant to say that they will ship the three boxes on Thursday, or Tuesday? I'm not sure and that is the point of this memo... These three employees are not working out in this department.

Questions

1._____ Wilfred King made a spelling mistake in 2 business letters.

2._____ Mr. Wang is the personal manager of the Southern California Savings and Loan Association.

3._____ Victoria Kim has difficulty explaining the billing process.

4._____ Rosa Sanchez has 5 children.

5._____ Victoria, Wilfred and Rosa have been working in the consumer's services department from June 24 to August 23.

6._____ Rosa Sanchez jokes around with the customers.

7._____ Rosa's supervisor feels Rosa's pronunciation is very helpful.

8._____ Wilfred King's customers ask for him by name.

9._____ Victoria Kim has only lived in the U.S. for 6 months.

10.____ Judy Johnson said she didn't have enough time to correct Wilfred's business letters.

11.____ The three employees were hired on a trail basis.

12.____ Judy Johnson said that Wilfred takes directions well.

13.____ The memo was sent to Ms. Judy Johnson, Personnel Manager.

14.____ Victoria is good about keeping her accounts in order.

15.____ Rosa is very careful to pay attention to the "time clock" rules.

Listen to your instructor as she gives you the correct answers to these questions. Then, look on the next page in order to rate yyour listening skills.

Rate your listening skills:put an "X" next to the score you received on the listening test.

Missed	= %	Rating	Level of Listening Skills
0	= 100	15	Effective/high power to produce intended effect.
1	= 93	15	Effective/sufficient power to produce intended effect.
2	= 86	12	Proficient/high ability to retain data.
3	= 80	9	Competent/sufficient ability to retain data.
4	= 73	6	Functionally Competent/high ability to use data, if prompted.
5	= 66	3	Functionally Competent/low ability to use data, if prompted.
6	= 60	0	Limited Functionally Competent/needs prompting and translating support.

Discussion About The Listening Quiz:

The questions are designed to measure the ESL listener's deep and surface structure listening skills, and to discover if the bridge to transformation is in place. The level of listening skills categories is merely the degree of the Mainstream American listener's definition of appropriateness and competence for job-related oral communication tasks.

Part I:Listening and Writing Skills:

2. Directions: Read the following message and re-write it so that it will generate a positive reaction by the Mainstream American culture reader:

Please not that repot of Dr. Norman Anderson saids that my client is temporarily "totally, partially disabled." This is reason of which I do not see no reason as to advancement of $300. so my client won't be evict from his apartment.

Re-write the message on these lines:

_____

_____

_____

Discussion About The Writing Exercise:

The written message is one that a manager, supervisor, social worker, para-legal, etc. might be expected to write on behalf of a client or employee. The rhetorical purpose is to help the client get the money and not be evicted from his or her apartment. This particular letter was written by an ESL legal para-professional studying to be a lawyer in the mainstream American culture. I give the class the following form using the cloze (fill in the blank) method of syntactic structure analysis. As we 'fix" the message outloud each student who volunteers a correction explains the encoding/decoding strategy.

Please_____ that _____ _____ of Dr. Norman Anderson_____

that my client is temporarily "_____disabled." _____

_____

so _____ _____ won't be _____from his apartment.

Writing Skills Rating :

1. Articles (use of the, this, that)_____1 2 3 4 5
2. Phonology (use of vowels and consonants)_____1 2 3 4 5
3. Tenses (past, present, future agree)_____1 2 3 4 5
4. Semantics (appropriate word selection)_____1 2 3 4 5
5. Grammar (appropriate phrasing)_____1 2 3 4 5

Total _____

Part II:Message Clarification Skills:

Directions:Read the following questions to yourself, then encode verbal and nonverbal messages appropriate to a Mainstream American listener's decoding needs. Be prepared to answer the questions outloud as your interviewer evaluates your verbal and nonverbal behavior. Worth 35 points.

1st Interaction

Q: Your resume shows that you spend most of your time working and studying. How do you spend your vacation time?

Ans: (Clarify by including how, what, why)

_____

_____

_____

2nd Interaction

Q: What kind of experiences have you had that might be of benefit to our company?

Ans: (Clarify by including what, how, why)

_____

_____

_____

Part III:Feedback Evaluation Skills :

1. Directions:Observe the interviewee's verbal and nonverbal behavior as the interviewee answers your questions. Remember, you will be role-playing the part of a Mainstream American culture listener, so use the Mainstream American decoding process to record your reactions on this assessment sheet.

Oral Communication Skills	Rating
1. Eyes (interested, inclusive)_____	1 2 3 4 5
2. Voice (volume, rate, pitch)_____	1 2 3 4 5
3. Vocalics (emphasis, intonation, attitude)_____	1 2 3 4 5
4. Language (phonology, grammar, semantics, rhetorical)	1 2 3 4 5
5. Physical Nonverbal Clues (space, attire, posture, gestures, facial expression)_____	1 2 3 4 5
6. Multisensory Perceptions (smell, taste, touch)_____	1 2 3 4 5
7. Time (organized, precise, brief)_____	1 2 3 4 5
Total	_____

2. Evaluator, add up the total points earned by the interviewee on all three assessments.

Listening_____

Writing_____

Oral _____

Total_____

Based on your Mainstream American encoding skills, do you want to hire this person? Yes_____ No_____

Materials (cont.)

5. The fifth type of material I use in the classroom consists of assignment worksheets, outlines, and evaluation forms. I provide the students with a speech assignment handout. It lists the speaking dates for each student or group of students. It lists the purpose and objectives of the speech act. I also provide the students with sample speeches, speech outlines, and evaluation forms written in a speech act format. The Job Interview Evaluation Form helps the ESL speakers encode ESL/Mainstream American

surface structure messages so that their Mainstream American listeners will be able to decode them in such a way that an impact is created. The impact we aim for is that the ESL speaker is perceived as suitable for the job, given the job description.

EVALUATION OF EXCERPTS FROM AN ACTUAL ESL JOB-INTERVIEW

Evaluation Form

The following Job Interview Evaluation Form was developed in order to help the ESL speaker encode messages during the job-realted processes of interviewing, being interviewed, and interacting as a job-interview panel member.

Spch 52 Mt. San Antonio College Speaker_____

JOB INTERVIEW EVALUATION FORM

I. Interviewer	Rating
1. Established rapport_____ (nandshake, seating, common interest)	1 2 3 4 5
2. Described job_____ (job title, specific responsibilities, panel interests)	1 2 3 4 5
3. Related resume highlights_____	1 2 3 4 5
4. Asked for information_____ (open and closed questions, paraphrasing, clarifying)	1 2 3 4 5
5. Facilitated panel interaction_____ (included panelist's questions, information, clarified)	1 2 3 4 5
6. Concluded interview_____ (interviewee questions, thanks, handshake, follow-up data)	1 2 3 4 5
7. Presentation_____ (attitude, interest, listening, cooperation)	1 2 3 4 5

II. Interviewee

Rating

1. Initial show of confidence_____ 1 2 3 4 5
(appearance, preparedness, handshake, common interest)

2. Impact during panel interview by reacting to open and closed questions in an appropriate manner)_____ 1 2 3 4 5

3. Interviewer's questions_____ 1 2 3 4 5
(off-guard)

4. 1st panelist's questions_____ 1 2 3 4 5
(education)

5. 2nd panelist's questions_____ 1 2 3 4 5
(job experience)

6. 3rd panelist's questions_____ 1 2 3 4 5
(community experience)

7. Final show of confidence_____ 1 2 3 4 5
(smiled, gathered materials, handshake, thanks, puposeful)

8. Presentation_____ 1 2 3 4 5
(attitude, interest, listening, cooperation)

III. Group Communication

1. Goal achievement_____ 1 2 3 4 5

2. Leadership_____ 1 2 3 4 5

3. Procedural functions_____ 1 2 3 4 5

4. Equality of speaking time_____ 1 2 3 4 5

5. Cohesive attitude_____ 1 2 3 4 5

Points Earned

Panel interaction_____ Resume_____

Job Advertisement Data Sheet_____

Agenda_____ Letter of Application_____

Total _____Grade_____

Transcript of Excerpts from an ESL/Mainstream American Job-Interview Oral Communication Interaction

count Interactions

253 #1 Mainstream Interviewer: I see your resume, and ah, apart from your education, how did you spend your vacation while you were in school, if you say you, ah do, ah like do a lot of traveling?

254 #1_ ESL/Mainstream Interviewee: yes, ah, dering the tine that I was attending Moun San Antonio Collitch, ah, fron wear I graduated wid oners an I received two asociated degrees, an presonly at Cal Poly Juniversity, wear an wurkin on my masters in ah, beesness lau, I try to use education to the foolest. Sontimes in orde to ah, more organized curricula I ah, atten summe eschool. Olso I atten seminars in ah, discalasure and ah, frod, financin, a. I have olso ah, take time to relax and enjo my family an to trabo an I get to me new people an ah lern from the differnt ways of life.

265 #2 Mainstream Interviewer: Yes, what have you done tha you feel would benefit our company?

266 #2 ESL/Mainstream Interviewee: I have don, ah alot of experience in the real estate field. I have manished list property. I've olso bin a sellsperson. I developed, ah, new ways of ah getting a clien, I ah advise cliens in bess ways to present houses. I have lerned the importance of ah presenting and preparing offers. I've olso wurked in an escrow office as an escrow officer an ah I have lerned all the different steps nec sary to handling (unitelligle) ah, which include the documentaion nessesary according to instructions and ah, olso the recordation of the

Count	Interactions
270	deez, upon compleson of escrow. Presenly I'm wurkin in a...
	mortgage company investigatin credit reports an ah, documentin
279	fanancin data an getting packish loans for (unintelligble).

Audience Evaluation Of The ESL Speaker's Job Interview Skills

Refer to the ESL Rhetorical Communication Process Model on page 9 of this packet and and evaluate the ESL speaker's skills.

1. How well did she stick to her rhetorical goal?	1 2 3 4 5
2. How well did she analyze the Mainstream listener's field of experience?	1 2 3 4 5
3. How well did she perform the deep structure/surface structure transformation strategy in the encoding step?	1 2 3 4 5
4. How well did she arrange the ESL/Mainstream surface structure message?	1 2 3 4 5
5. How well did she send the ESL/Mainstream surface structure message?	1 2 3 4 5
6. How well did she adapt to feedback?	1 2 3 4 5

REFERENCES

Allen, J.P.B., "Some Basic Concepts In Linguistics" The Edinburgh Course In Applied Linguistics, Vol. Two, Papers In Applied Linguistics, pp. 16-44, 1975, London:Oxford University Press.

Bloor, Meriel & Thomas Languages For Specific Purposes:Practice And Theory Occasional Paper No. 19, 1986 (ERIC Document Reproduction No. 280-285)

Brislin, Richard et. al., Intercultural Interactions A Practical Guide, 1986

Buck, Linda L. and Barrick, R. Kirby, "They're Trained, But Are They Employable?" Vocational Educational Journal, August 1987

California State Department Of Education, Employment Preparation Div., VESL:Vocational English As A Second Language, Making Employment Training Work For Limited English Proficient Participants, 1986 (ERIC Document 279-906)

Chamot, Anna Uhl and O'Malley, J. Michael, "The Cognitive Academic Language Learning Approach:A Bridge To The Mainstream" TESOL Quarterly, June 1987

Chomsky, Noam, Language And Responsibility, 1979, Pantheon Press, N.Y.

Flores, Norma Landa The Oral Interaction Drillbook For ESL Students Of Speech Communication, 1985, ESL Oral Communication Publications, Ontario, California

Houchin, Thomas D., The Sounds Of American English:A Speech Improvement Drillbook, 1976, Amsco College Publications, N.Y.

Illman, Paul E., Developing Overseas Managers And Managers Overseas , 1980, AMACOM, N.Y.

Light, Richard L., Xu, Ming and Mossop, Jonathan, "English Profiency And Academic Performance Of International Students" TESOL Quarterly, June 1987

McCroskey, J.C. An Introduction To Rhetorical Communication, 1982 pp. 10-11, Prentice-Hall, Englewood Cliffs, New Jersey

Rajatavin, Maurice Araya, Language Needs Identification Of Cambodian Refugees:A Case Study, March 1986 (ERIC Document 280-268)

Ronat, Mitsou in Chomsky, Noam's Language And Responsibility, 1979 Pantheon Press, New York

Vasile, J. Albert and Mintz, Harold K. Speak With Confidence:A Practical Guide, 1986, Little, Brown and Company, Boston